

CURRICULUM

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**1980
AMENDMENTS
to the
Program of Studies for Junior High Schools**

Replacement sheets should be substituted for the following pages:

- (1) 45 - 46 (Science)
- (2) 51 - 52 (Social Studies)
- (3) 97 - 98 (Languages Other Than English)



ELECTIVES

Elective topics are to be chosen from the following list. A minimum of one topic is to be studied.

- 8.1 Materials from the crust have had an important influence on mankind's daily living.
- 8.2 Evidence for determining the past history of the earth comes from a study of the crust.
- 8.3 Matter in the universe appears to be moving at tremendous velocities.
- 8.4 The oceans form a large portion of the earth's surface.
- 8.5 A locally developed unit.

NOTE: Outlines for each elective, with the exception of 8.5, are provided in the Curriculum Guide along with a list of references.

GRADE NINE

Prescribed References

- Bickel, C. L., et al. *Physical Science Investigations*. Markham: Houghton Mifflin, 1976.
- Carter, J. L., et al. *Physical Science: A Problem Solving Approach*. Scarborough: Ginn and Co., 1977.
- Heath, R. W. and R. R. McNaughton. *Physical Science: Interaction of Matter and Energy*. Toronto: D. C. Heath, 1976.
- Townsend, R. D. and P. DeH. Hurd. *Energy, Matter and Change*. Agincourt: Gage and Co., 1973.
- Andrews, W., et al. *Physical Science: An Introductory Study*. Prentice Hall, 1978.

Objectives

After participating in the activities and completing the assignments associated with this course, the student should be able to:

- 9.1 Demonstrate a knowledge of and be able to discuss the identified major concepts and their associated subconcepts within the context of a study of physical science. These major concepts are:
 - Matter occupies space and has mass.
 - The forms and behavior of matter can be explained by the Kinetic Molecular Theory.
 - Heat and temperature can be explained in terms of molecular motion.
 - Energy enables work to be done and motion to be changed.
 - Matter is composed of atoms and molecules.
- 9.2 Demonstrate proficiency in the scientific investigative skills of:
 - Problem identification
 - Outlining procedures and safe work habits
 - Organizing observations and data
 - Recording results
 - Making inferences which relate to hypotheses
 - Predicting future behaviors.
- 9.3 Identify and discuss the development of a major scientific concept such as the Kinetic Molecular Theory as it was explained by Galileo, Bacon, Thompson, Davy and Maxwell.
- 9.4 Participate in the routine management of the laboratory program by being responsible for the preparation of materials and equipment prior to and following laboratory periods.
- 9.5 Investigate scientific factors involved with a technological topic such as the development of alternative sources of energy.

Subconcepts

- Changes in molecular motion and inter-molecular distances and forces of attraction (adhesion, cohesion) also account for physical changes.
- b. Several examples of chemical change are observable.
 - Molecular composition determines the chemical properties of matter.
 - Most chemical changes require a great deal more energy than do physical changes.

ELECTIVES

Elective topics are to be chosen from the following list. If 9.1 is selected, a minimum of two sub topics are to be studied.

- 9.1 Many forms of energy exist which can be transferred from place to place or converted from one form to another.
 - Work represents a transfer of energy (simple machines).
 - Electrical energy can do work and can be changed to other forms of energy.
 - Light energy can do work and can be changed to another form of energy.
 - The energy of sound plays a significant role in mankind's daily living.
- 9.2 Liquid pressure can be used to reduce the force required to move an object.
- 9.3 Latent heat accounts for the energy required to cause a change in state of a substance.
- 9.4 A locally developed unit.

NOTE: Outlines for each elective, with exception of 9.4, are provided in the Curriculum Guide along with a list of references.

1971 ALBERTA SOCIAL STUDIES CURRICULUM

The 1971 and 1978 Social Studies programs are both outlined on the following pages. Either of these programs may be used during the 1980-81 school year. Effective September, 1981, a revised version of the 1978 program will be mandated for all schools in Alberta. The program to be mandated will be divided into "core" and "elective" components and will be spelled out in greater detail than either of the present programs. The core component will consist of Canadian history, geography and citizenship education. The elective component will include international studies and studies of world problems.

Rationale

Alberta's social studies curriculum (Grades I-XII) is premised on the assumption that schools must help students in their quest for a clear, consistent, and defensible system of values. Two inter-related implications of this assumption for social studies instruction stand out: firstly, students must be enabled to explore and assess the nature of values that influence their personal and social lives; secondly, students must be assisted to develop the ability to make decisions pertinent to both their individual beings and their roles as active participants in their physical and social environments.

Values to Live By

In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals), the social studies program invites open inquiry into the definition and application of individual and social values. Such inquiry will offer students experience in living as **preparation for living**. It cannot be assumed that the ability to make decisions of either a personal or social nature is a skill that children are either born with or acquire incidentally. Rather, it is a skill that is developed as children acquire appropriate knowledge and analyze and clarify values, attitudes, and feelings that are contingent upon situations and issues. Stated differently, it might be said that knowledge is an essential component of the decision-making process but is not in and of itself sufficient. Values, attitudes, and feelings frequently determine what knowledge we will accept, and consequently, the nature of decisions that we make. It is necessary, therefore, for students to gain experience in identifying, clarifying, and assessing values, and establishing how they relate to the knowledge derived. In this way, children will come to know their own ideas and feelings as well as those of their peers and the adult generation; they will deal not only with "what is" but also with "what ought to be" and will acquire those skills they will need as intelligent shapers of their world.

student was exposed to the target language. In many schools it is suggested that students be placed in French 20, German 20 or Ukrainian 20 if the minimum requirements of LEVEL ONE have been satisfied in the junior high grades. For other schools, where students have been exposed to longer sequences of French language learning, it is strongly recommended that students register in French 11 when it is offered.

GOALS AND OBJECTIVES

In the study of modern languages the long range goals are cultural understanding and effective communication. Achievement of these goals exclusively in a school setting is unrealistic. The development of cultural understanding and linguistic proficiency is a complex process involving a variety of language experiences and exposure to the culture of the people whose language is being studied. It is desirable, however, that in a school program some progress be made towards realization of the more specific goals outlined below.

A. CULTURAL OBJECTIVES

The student should be able:

1. To understand the values and behaviour patterns of the people whose language is being studied.
2. To appreciate the contributions made to civilization by these people.

B. LINGUISTIC OBJECTIVES

1. To understand the structure and functioning of the language being studied.
2. To apply this knowledge to the acquisition of skills needed:
 - (a) To understand the language when spoken at a normal speed on a subject within the range of a student's linguistic experience and areas of interest.
 - (b) To speak the language well enough to communicate in it within the limitations mentioned above.
 - (c) To read in the target language with direct understanding for information and enjoyment.
 - (d) To write with reasonable ease anything he can say in the language.

FRENCH AS A SECOND LANGUAGE

[Junior High]

Introduction

At the junior high school level, two programs are available for French as a second language:

1. An alternate program recommended by the Curriculum Policies board in 1979 and approved by the Minister.
2. A program approved by the Minister in 1974.

The essential differences between the two programs lie in the greater specificity of objectives and content of the alternate program along with clear minimum expectations for each language skill and for cultural understanding, increased instructional time and improved provision for program articulation or continuity between elementary and secondary school.

I. ALTERNATE PROGRAM — 1979

A. GOALS

1. To acquire basic communication skills in French by:
 - 1.1 developing the receptive skills of learning and reading, including in the case of the former, an understanding of intonation, gestures and visual clues which help to convey the message;
 - 1.2 developing the productive skills of speaking and writing including, in the case of the former, the appropriate intonation, gestures and visual clues which help to convey the message.
2. To develop cultural sensitivity and enhance personal development by:
 - 2.1 developing a greater awareness and appreciation of various cultural values and lifestyles;
 - 2.2 developing a positive attitude toward people who speak another language through a meaningful exposure to the French language and culture;
 - 2.3 becoming more aware of one's own cultural heritage through learning French;
 - 2.4 becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of French-speaking peoples to civilization;
 - 2.5 broadening one's perspectives to include the national and international scene through active participation in a language spoken by many Canadians.
3. To develop originality and creativity in language by:
 - 3.1 enabling students to apply their skills to new and meaningful situations;
 - 3.2 enabling students to express their own ideas and feelings;
 - 3.3 enabling students to discover a new dimension of their personality.

4. To acquire additional concepts and generalizations about language and language learning by:
 - 4.1 recognizing the basic structural similarities and differences between French and English;
 - 4.2 acquiring some knowledge of the structure and function of languages;
 - 4.3 developing an awareness of regional, social and functional variations of spoken and written language;
5. To develop a desire to extend or improve one's proficiency in languages through further language study, whether for interest, post-secondary requirements or vocational needs.

B. OBJECTIVES AND CONTENT

1. Linguistic Component

The objectives and contents are selected on the basis of the following categories of language uses:

1. Social Conventions
2. Identification of Persons, Animals or Objects
3. Expressing Actions
4. Expressing Possession
5. Expressing Time
6. Expressing Location
7. Expressing Emotion
8. Expressing Manner and Means
9. Expressing Desire and Permission
10. Expressing Cause and Effect

Specific skills, objectives and content for each grade level are outlined on pages 10 to 57 of the Curriculum Guide⁽¹⁾ and are part of the core or mandatory content.

2. Cultural Component

The following cultural themes are part of the content to be developed in Grades 7, 8 and 9:

1. Conventionalities
2. Role of the Family in Society
3. Role of Education in Society
4. Role of Government in Society
5. Influence of Geography, Climate, and Natural Resources on the Economic and Cultural Development of the Country
6. Role of the Arts and Sciences and Their Impact on World Cultures

In Grades 7, 8 and 9 the study of the culture of French-speaking Canadians is part of the core content.

(1) Six-year French Program, Curriculum Guide and Handbook, Alberta Education, 1979.

C. MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 7, 8 AND 9

The minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

Listening Comprehension

At the end of Grade 9, the student will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Demonstrate understanding of familiar questions, statements and instructions which incorporate the basic elements of the program;
3. Demonstrate understanding of new combinations of structures and vocabulary of the program; *
4. Grasp the general meaning of material containing cognates and a limited number of unfamiliar lexical items;
5. Understand various speakers using the linguistic structures of the program.
6. Perceive in the intonation and stress patterns used by the speaker, his intents, feelings or emotions.

Speaking

At the end of Grade 9, the student will be able to:

1. Produce accurately, French sounds, intonation, rhythm, stress, elision and liaison patterns;
2. Respond orally to cues which require the use of basic linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation;
5. Relate a sequence of actions of ideas;
6. Summarise the main ideas of a familiar situation;
7. Ask for needed information on a specific topic;
8. Express one's own ideas and feelings within the range of one's language experience and areas of interest.

Reading

At the end of Grade 9, the student will be able to:

1. Read aloud recombinations of familiar material, demonstrating correct sound-symbol correspondences, word groupings, basic intonation patterns and rhythm;
2. Read aloud materials containing some new semantic elements demonstrating the ability to apply generalizations about sound-symbol correspondences, word groupings, basic intonation patterns and rhythm;
3. Read silently with comprehension:
 - 3.1 familiar material learned orally;
 - 3.2 recombinations and rearrangements of familiar material;

* New combinations would include simple and complex sentences, dialogues and short paragraphs, depending on the grade level.

- 3.3 material containing cognates, punctuation, contextual clues and a limited number of unfamiliar lexical items;
4. Read for information based on themes for which vocabulary has been learned.
- Note:** In Grades 8 and 9, emphasis would be placed on reading silently, with comprehension, material containing cognates, punctuation, contextual clues and a limited number of unfamiliar lexical items.

Writing

At the end of Grade 9, the student will be able to:

1. Copy variations of sentences and phrases learned orally;
2. Rearrange words and phrases;
3. Produce new combinations or variations from given elements;
4. Answer given questions in writing;
5. Write from dictation sentences containing recombinations of learned written materials;
6. Express oneself in simple original sentences within the limits of the linguistic content specified in the program;
7. Make required variations (time, person, number) in given sentences;
8. Answer questions in writing based on a text read;
9. Write a sequence of sentences from a given outline, from a list of linguistic elements, or from visual and oral cues.

Note: In Grade 9, more emphasis would be placed on objectives 7, 8 and 9.

Cultural Understanding

At the end of Grade 9, the student will be able to:

1. Recognize familiar cultural information by supplying factual information that has been learned;
2. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings or emotions;
3. Recognize connotative meanings of familiar vocabulary;
4. Speak and write about differences and similarities between French cultures and his own;
5. Recognize current manifestations of French culture;
6. Interpret everyday cultural patterns;
7. Use common conventionalities.

PRESCRIBED LEARNING RESOURCES

Calvé et al, Le Français International, deuxième version, Books 1 - 3, Montreal: Centre Educatif et Culturel, 1972 - 1975.

Grade 7 Book 1

Grade 8 Book 2

Grade 9 Book 3

This series includes teacher and student textbooks, exercise books, flashcards and tapes.

II. 1974 PROGRAM

Suggested Expectations For French At The End of Level One

The curriculum outline included on pages 8 - 27 of the curriculum guide* identifies the language content to which students will be exposed during LEVEL

**French as a Second Language*, Tentative Curriculum Guide, Levels 1, 2 and 3 (Secondary) 1974.

ONE, and it suggests the linguistic and attitudinal behaviours expected of students at the end of this level of language learning.

LEVEL ONE is considered to be an *initial* experience in learning the French language and it may occur at any grade(s) of the student's career in the secondary school. The attainment of LEVEL ONE proficiency may occur in a variety of ways, such as the successful completion of:

- a. a three-year program in the junior high school,
- b. a two-year program in the junior high school, equivalent in time exposure to three years of study,
- c. a one-year program in the senior high school, during which students learn the concepts and develop the skills and attitudes suggested for LEVEL ONE.

The successful completion of LEVEL ONE by a student should result in his subsequent placement in a LEVEL TWO program, i.e. French 20. In schools where the students have been exposed to more than the core content required of LEVEL ONE, it is suggested that students register in French 11 when it is offered.

GERMAN AS A SECOND LANGUAGE

Suggested Expectations For German At The End of Level One

The curricular outline included on pages 7 - 16 of the curriculum guide* identifies the language content to which students will be exposed during LEVEL ONE, and it suggests the linguistic and attitudinal behaviours expected of students at the end of this level of language learning.

LEVEL ONE is considered to be an *initial* experience in learning the German language and it may occur at any grade(s) of the student's career in the secondary school. The attainment of LEVEL ONE proficiency may occur in a variety of ways, such as the successful completion of:

- a. a three-year program in the junior high school,
- b. a two-year program in the junior high school, equivalent in time exposure to three years of study,
- c. a one-year program in the senior high school, during which students learn the concepts and develop the skills and attitudes suggested for LEVEL ONE.

The successful completion of LEVEL ONE by a student should result in his subsequent placement in a LEVEL TWO program, i.e. German 20.

**German as a Second Language*, Tentative Curriculum Guide, Levels 1, 2 and 3 (Secondary) 1974.

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PROGRAM OF STUDIES FOR JUNIOR

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